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ABSTRACT

A project was undertaken at Cuyahoga Community College (CCC), in Ohio, to develop guidelines to maximize the utilization of advisory committees in technical programs. Surveys were distributed to 200 advisory committee members under the auspices of Business and Technology at CCC's Western Campus asking them to rate 26 essential characteristics of advisory committees and members presented in alphabetical order. Based on responses received from 94 members, the following 12 categories were identified as measurable guidelines for the role of advisory committee members: (1) active participation; (2) curriculum development; (3) donations; (4) employment opportunities; (5) field trips to businesses; (6) guest speakers; (7) internships and externships; (8) knowledge and expertise; (9) quality control and standards; (10) student recruitment; (11) building the part-time and substitute teaching pool; and (12) the promotion of programs. The 14 additional areas also received support from respondents and were related to the affective domain or personal traits and characteristics of members. These include communication skills, computational skills, and employability skills. Appendixes provide the cover letter and survey instrument; an advisory member profile grid, including member skills, knowledge, and expertise; a contacts, influence, and demographics grid; an advisory committee model developed from survey results; and the CCC Western Campus technical program model. (TGI)

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ED 392 478

Cuyahoga Community College

Western Campus
1000 W. Pleasant Valley Rd.
Parma, Ohio 44130-2878

People, Programs, & Partnerships

ABCs of Advisory Committees
Technical Programs in Community Colleges

Mission Statement

"To provide high-quality, accessible and affordable educational opportunities and services--including university transfer, technical and lifelong learning programs--that promote individual development and improve the overall quality of life in a multicultural community."

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Maximizing the Utilization of Advisory Committee Members
People, Programs, and Partnerships

Dr. Viola M. Lopez, Dean; Business and Technology, Cuyahoga Community College, Western Campus. College-wide Coordinating Dean of Mathematics and Technologies, Tech-Prep Steering Committee. Ed.D.; Oklahoma State University - Educational Professional Development Awardee (EPDA); 1993-94 Kellogg Fellow; 1991-95 National Council of Instructional Administrators (NCIA), Region VIII Representative; 1991-95 Division Dean, Mathematics and Advanced Technology, Chair for Engineering Certificate of Advance Mastery (CAM), Portland Community College. 1987-91 New Mexico Labor Commissioner.

1995 Workforce 2000 Conference Presenter:: "Integrating Critical Competencies into Professional Technical Programs."

1996 Workforce 2000 Conference Presenter:: "Maximizing the Utilization of Advisory Committee Members –- People, Programs, and Partnerships--ABCs of Advisory Committees ."

Cuyahoga Community College offers over forty-five (45) Technical Programs in business, health, engineering, public service, automotive and agriculture/natural resources technologies. Study in these programs leads to either the Associate of Applied Business, Associate of Applied Science or Associate of Technical Studies Degrees, as well as numerous short-term certificate credentials.

In addition to the College's Mission Statement, the Academic Quality Statement states:

> **" The college is committed to academic quality characterized by an educational climate that is rigorous and disciplined, has high expectations, requires hard work, expects personal and professional integrity, recognizes the dignity of all persons, and provides extensive support for teaching, learning, and scholarship."**

The College has a total commitment to the quality of technical programs beginning with the Board of Trustees; Dr. Jerry Sue Thornton, President; Dr. Sunil Chand, Vice President for Academic and Students Affairs; and Vice Presidents: Mr. Ronald Sobel, Western Campus; Dr. Lawrence Simpson, Eastern Campus; Dr. Alex Johnson, Metro Campus; Dr. Cyril Pontillo, BCED; Academic and Student Affairs Deans, Faculty and Staff.

Technical Programs are driven by business and industry's changing times. We cannot continue to say we need to prepare employees for the next millennium. Rapid technological advances make it essential for companies to know which systems are right for them, their employees and their customers. Explosive global change requires the understanding of businesses to explore new markets, build strategic alliances, and to sell to foreign audiences. The nation is experiencing a shift in population demographics which includes the aging and immigrant groups, and at the same time, business is attempting to retain traditional customers. There is also a change in student demographics: the non-traditional student, the working student and those upgrading or changing careers. Societal needs must be integrated into the educational program curriculum now!

Therefore, Advisory Committee members play a vital role in the success of these technical programs. Key to having strong, effective advisory committees is implementation of the **ABCs of Advisory Committees which involve People, Programs, and Partnerships.** It requires the willingness and commitment on the part of community college administrators' support and faculty's involvement to encourage and invite individual advisory committee members to advise and guide these programs. Together they all work towards a common goal....a well-educated, knowledgeable, and skilled **Workforce 2000**.

Maximizing the Utilization of Advisory Committee Members
People, Programs, and Partnerships

The following ABCs for Advisory Committees are a workable guide for community colleges to implement by involving People, Programs, and Partnerships to maximize the utilization of advisory committees in Technical Programs. Please refer to the survey and analysis of results.

Active participation by all advisory committee members is essential for the success of any technical program. How do we get people to serve on advisory committees? Ask them! They are volunteering valuable time--don't waste it. Don't tell them. Listen to them. Implement suggestions. Keep them updated on progress. Show progress towards change. Ask their advice in meaningful areas. Recognize their efforts. Invite them to your facilities and visit theirs.

Building an Industry-College Community Partnership brings the community into the college. Since federal, state, and local funding for community colleges is becoming tighter, it is difficult to purchase expensive, state-of-the-art training equipment and provide adequate human resources. Develop partnerships which benefit both the educational institution and the community.

Curriculum Development in technical programs necessitates direct input from advisory committee members as well as other processes such as "Developing a Curriculum - DACUMS," or "Technical Competency Profiles - TCPs," which also require input from employers and employees. Seek their expertise as this provides valuable information for curriculum revision.

Donations of equipment, money, materials, supplies, training aids, time, and talent are some typical donations. Business and industry make numerous donations annually. Conduct periodic surveys and ask for donations. Donations vary from program to program -- from vehicles, specialized equipment, computers, training aids, expertise and time!

Employment successes for graduating students become "word of mouth" for future placement opportunities. Establish collaborative working relationships with employers. Once they are satisfied with the work of community college graduates, they will continue to look to the college for more knowledgeable and skilled employees. Take a leading role in providing employer responsive training.

Field trips play a dual role. They not only transport the student to the business, but also provide the student with the opportunity to see "employees" at work and observe the working environment and conditions. Field trips also provide the employer an opportunity to observe a potential employee asking questions and testing the waters. Schedule field trips and assign students to research potential employment with business and industry as part of employability skills development.

Guest speakers offer students another perspective since the guest speaker earns a living in the technical career the learner is aspiring to achieve. Establish a Guest Speaker Standing Committee, and invite them to speak to your class.

Maximizing the Utilization of Advisory Committee Members
People, Programs, and Partnerships

Helm--Take the helm--Steer the Program into the 21st Century. We cannot continue to say we need to prepare for the next millennium. Rapid technological advances make it necessary for companies to know which systems are right for them--their employees and their customers. Seek out industry needs and integrate them into the curriculum. The technical skill and knowledge in the content area is not enough for success in a technical career, employers want employees who have strong skills in the following areas:

Communication Skills
Computational Skills
Computer Skills
Personal Management Skills
Diversity and Teambuilding Skills

Internships lead to full-time employment. Explain internship opportunities as an excellent way for employers to ascertain employee potential without having to make a commitment to train and hire them now! More and more employers base hiring decisions on employee attitude and on company culture "fit" as well as on technical skills. Employers must be convinced that if they hire trained employees, employees will not leave, and that education is an investment with a substantial return.

Joint Projects allow for creativity. Sometimes there are innovative funding opportunities available through state or federal dollars. Incorporate cooperative education programs as a "must" and an integral component of a technical program; it pays dividends for everyone--the program, the employer, and the student.

Knowledge sharing is invaluable as it provides the interaction of community college professors with professionals in the field. Join the Chamber of Commerce, professional organizations, and develop an active network.

Legal expertise and advice are necessary since there are always ramifications that programs face in day-to-day situations. With changing federal and state legislation, colleges need to keep apprised of the various laws and issues in the workplace. Encourage the recruitment of at least one member with legal expertise; it adds a different perspective to the Committee.

Motivation on the part of advisory committee members include different perspectives from the business world. What motivates employees may be the same motivation that needs to be instilled in students.

Needs should be assessed periodically since business and industry change is constant. Are we training our students for the needs of industry? How do we know? Review national and local labor studies. Keep current. Read community college periodicals as well as those in your field and discipline.

Maximizing the Utilization of Advisory Committee Members
People, Programs, and Partnerships

Objectivity is important for student success. Sometimes educational institutions stay too close to the classroom and lose objectivity as to the purpose of the training and quality of education needed in business and industry. Encourage full-time faculty to attend Advisory Committee meetings and hear what is going on in business and industry.

People, Programs, and Partnerships in the 90s are critical for program survival. In this decade, many community colleges are struggling to operate within established paradigms which are dying. Community colleges have been national leaders in applying information technology, developing collaborative learning models, and incorporating assessment and outcome measures--all for the purpose of improving the function of teaching. The missing link is working collaboratively with business and industry.

Quality control and the setting of industry standards are imminent. These standards are constantly changing with new legislation, requirements, technology, and customers. According to Judy Gray, Director of the National Skills Standards Board, Department of Labor, this skill standards system is intended to do the following:

Promote the growth of high performance work organization in the private and public sectors that operate on the basis of productivity, quality and innovation, and in the private sector, profitability.

Raise the standards of living and economic security of American workers by improving access to high-skill, high-wage employment and career opportunities for those currently entering or re-entering the workforce.

Encourage the use of world-class academic, occupational and employability standards to guide continuous education and training for current and future workers.

Recruitment of students includes both first-time students or those needing retraining. Since advisory committee members are constantly in touch with people in industry, ask companies to place your college brochures before their customers and employees. Publicity in business and industry adds another dimension to the recruitment of students. It is amazing how many students are recruited in this manner.

Sponsoring a student who needs financial assistance may result in employers sending their own employees for upgrading and retraining while paying for tuition and fees. Ask advisory committee members what their policy is for upgrading and training of their employees.

Teaching by part-time faculty bring a tremendous wealth of information and credibility to educational institutions. Build your part-time teaching and substitute pool from these committees.

Maximizing the Utilization of Advisory Committee Members
People, Programs, and Partnerships

Uniqueness in a business adds dimension to the success of the program. Each advisory committee member adds a different flavor and diversity to the quality of the program. Analyze the Advisory Committee Members Profile Grid; utilize their skills, knowledge and expertise as well as their degree of commitment and willingness to be a Partner. Establish written roles for the committee, qualifications for membership, process for appointment of members, and term of membership. Students and graduates provide excellent recommendations for program upgrading and enhancement. These may vary from educational institution to institution depending upon needs, policies and resources.

Vocal advisory committee members are involved with many other business, industry, and community activities and will promote the college's programs specifically when they believe in them.

Wise advice will enhance the success of the programs. Present the committee with problems they would be in a position to discuss and make recommendations. These problems often occur in the public sector or in other companies. Ask advisory committee members to keep the college informed of new developments in business and industry. Establish periodic evaluations of program facilities and curriculum and involve them in the accreditation process of your community college.

Xenolothic is the creativity and uniqueness of each and every individual which adds to the dynamics of any advisory committee. This includes advisory committee member, full-time and part-time faculty, and administrator.

Yell at us when we need it and be supportive when we need your assistance...trust and respect is built through meetings and professional interactions.

Zealous advisory committees create an enthusiastic group of college, business, and industry members working toward a common goal...a well-educated, knowledgeable, and skilled **Workforce 2000**.

Maximizing the Utilization of Advisory Committee Members
People, Programs, and Partnerships

Analysis of Data and Summary

On December 27, 1995, the presenter mailed the cover letter and 200 surveys, copies of which are included on pp. 8 and 9, to advisory committee members under the auspices of Business and Technology, Western Campus. The technical programs and faculty administrators are acknowledged on page 15. Upon compilation of this data, 94 surveys were returned for a 47 percent response. The Tally Sheet on page 10 is designed to record responses.

The presenter met with Advisory Committee Faculty Administrators, reviewed the survey, and synthesized the information. The process of utilization of advisory committees at Cuyahoga Community College was discussed in depth, and recommendations to make changes with the restructuring of the Academic and Student Affairs administration were identified. It was concurred that of the 26 items in the survey, these items could be categorized into the following measurable categories and are included in the Advisory Committee Members Profile Grid for each of the 14 Technical Programs. These items were identified as the Role of the Advisory Committee Members and are illustrated in the ABCs of Advisory Committees Model on page 13.

> **Active Participation, Curriculum Development, Donations, Employment Opportunities, Field Trips, Guest Speakers, Internships/Externships, Knowledge and Expertise, Student Recruitment, Quality Control/Standards, Teaching Part-time and Substitutes, and Promotion of Programs.**

All the other items in the survey are listed in the **"affective domain or personal traits and characteristics,"** which are extremely essential to the dynamics of a committee and the success of a career.

It is exciting, that while some of these "Affective Domain" areas were left blank, there was tremendous response and support in these areas. It is the presenter's belief that, while it is more difficult to measure or make a commitment to these areas, business and industry members value these personal characteristics and traits and thus are willing to make a commitment themselves.

The literature reflects that employers are requesting that potential employees be trained in the following areas: decision-making, problem solving, motivation, accepting responsibilities, personal management skills, and survival in a competitive society.

The Advisory Committee Members Profile Grid on page 11, which includes member Skills, Knowledge, and Expertise, should be completed and up-dated periodically. This provides the make-up of an advisory committee "at a glance." If expertise or direction in a specific area is needed, one can call that person on a one-to-one basis. This provides the versatility to identify the areas of strengths for member and maximize the utilization of an advisory committee wisely.

Page 12 shows the Grid designed for Contacts, Influences and Demographics. Based on the information collected, it may include other items like gender, ethnicity, and any other representation one may wish to address.

The ABCs of Advisory Committees Model illustrated on page 13, is compiled as a result of this survey and highlights the Role of Advisory Committee Members. It goes hand in hand with the Instructional Model for Technical Programs illustrated on page 14, for the same Programs under the auspices of Business and Technology, Western Campus. It can be used in its entirety or in portions as applicable.

Cuyahoga Community College

December 27, 1995

Dear Advisory Committee Member:

First, I want to thank you for serving on one of our advisory committees in the Business and Technology Deanery here at the Western Campus. Your expertise and commitment to serve in this capacity is important to us and your input is an integral component contributing to the success of our programs.

Secondly, I want to introduce myself to those of you whom I have not yet met. I took this position as Academic Dean on August 16 as a result of the restructuring of academic and student affairs. I came to Tri-C with 23 years of teaching and administrative experience, including Division Dean at Portland Community College--overseeing similar programs, and Labor Commissioner in New Mexico. Both my Master's and Doctorate degrees are in Technical-Vocational and Career Education from Oklahoma State University. So--you can see I am a strong advocate for partnerships, between community colleges and business and industry.

During the Fall Quarter, 66% of the students enrolled at the Western Campus were in occupational programs and the figures are comparable district wide. Please complete the enclosed questionnaire and return it to me upon receipt--or no later than January 15. I will be using this data for a presentation at the Workforce 2000 Conference in Orlando, Florida on February 2.

I look forward to working with you and seeing you at our next advisory committee meeting. I appreciate and thank you very much for your prompt attention.

Very truly yours,

Viola M. Lopez

Viola M. Lopez, Ed.D.
Academic Dean
Business and Technology

VML:ejr/LAC

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Parma, Ohio 44130-5199
216•987•5000

Cuyahoga Community College is an affirmative action / equal opportunity institution.

CUYAHOGA COMMUNITY COLLEGE
Western Campus
11000 Pleasant Valley Road
Parma, Ohio 44130

PEOPLE, PROGRAMS, AND PARTNERSHIPS

ABCs of ADVISORY COMMITTEES

Please indicate your degree of expertise and commitment to actively continue serving and participating as a member of the _____Advisory Committee at Tri-C, Western Campus, by marking 1, 2, or 3 on the blank preceding the phrase or statement.

(1) Strongest area of expertise or commitment
(2) Willing to assist as needed, or average
(3) No expertise, or not available to commit to these areas

_____**A** ctively Participate by Attending All Meetings, Plus +++.
_____**B** uild an Industry-College Community Partnership.
_____**C** urriculum Development Recommendations.
_____**D** onate Equipment, Money, Materials, Supplies, Training Aids, Time, and Talent.
Specify: _____
_____**E** mployment Opportunities for Graduate Students.
_____**F** ield Trips - Acquaint Students with "Real Life" Experiences.
_____**G** uest Speakers in our Classes Provide Valuable Information to Students.
_____**H** elm - Take the -- Steer the Program into the 21st Century.
_____**I** nternships Provide "Hands-on" Experience for our Students and a Helping Hand for You.
_____**J** oint Projects
_____**K** nowledge Sharing about the Skills Necessary in your line of Business
_____**L** egal Expertise and Advisement.
_____**M** otivated to Promote Student Success at Tri-C's Occupational Program.
_____**N** eeds - Let us Know Business Needs and Standards.
_____**O** bjective- Be Objective - What Do We do Well, Not so Well.
_____**P** EOPLE, PROGRAMS, PARTNERSHIPS: Share your ideas, we will work with you!
_____**Q** uality Control - Assist in Setting Standards Comparable to Business and Industry.
_____**R** ecruitment of Students - Send Potential Students to our Programs.
_____**S** ponsor a Student who needs Financial Assistance, or it could be one of your Current Employees who needs Upgrading Training.
_____**T** each on a Part-time Basis, or Conduct Seminars or Workshops.
_____**U** nique - One-of-a-Kind Expertise in your Business.
_____**V** ocal - Promote our Programs with the Chamber of Commerce or Professional Organization.
_____**W** ise - Your advice in all areas is worth a pound of gold.
_____**X** enolithic - Be creative, your ideas are an integral component to the success of programs.
_____**Y** ell at Us When We Need It!
_____**Z** ealous - Be enthusiastic.

List other areas of expertise or contributions:

____Other _____

____Other _____

Name_____**Title**_____

Organization_____

Address_____

City_____ _____**State**_____**Zip**_____

Business Phone Number_____

Demographics about your organization:

Size: _____500+ _____100+ _____20 or less

_____Urban _____Rural

_____Private _____Public

Sample Tally Sheet

CUYAHOGA COMMUNITY COLLEGE
Western Campus
11000 Pleasant Valley Road
Parma, Ohio

PEOPLE, PROGRAMS, AND PARTNERSHIPS

ABCs of ADVISORY COMMITTEES

Please indicate your degree of expertise and commitment to actively continue serving and participating as a member of the _____ Advisory Committee at Tri-C, Western Campus, by marking 1, 2, or 3 on the blank preceding the phrase or statement.

(1) Strongest area of expertise or commitment
(2) Willing to assist as needed, or average
(3) No expertise, or not available to commit to these areas

(1)	(2)	(3)		
60	30	10	**A**	ctively Participate by Attending All Meetings, Plus +++.
50	30	20	**B**	uild an Industry-College Community Partnership.
60	25	15	**C**	urriculum Development Recommendations.
10	30	60	**D**	onate Equipment, Money, Materials, Supplies, Training Aids, Time, and Talent. Specify: _____
60	20	20	**E**	mployment Opportunities for Graduate Students.
70	20	10	**F**	ield Trips - Acquaint Students with "Real Life" Experiences.
80	15	5	**G**	uest Speakers in our Classes Provide Valuable Information to Students.
40	35	25	**H**	elm - Take the -- Steer the Program into the 21st Century.
60	30	10	**I**	nternships Provide "Hands-on" Experience for our Students and a Helping Hand for You.
50	30	20	**J**	oint Projects
80	20	0	**K**	nowledge Sharing about the Skills Necessary in your line of Business
10	25	65	**L**	egal Expertise and Advisement.
30	50	20	**M**	otivated to Promote Student Success at Tri-C's Occupational Program.
80	15	5	**N**	eeds - Let us Know Business Needs and Standards.
30	60	10	**O**	bjective- Be Objective - What Do We do Well, Not so Well.
60	25	15	**P**	EOPLE, PROGRAMS, PARTNERSHIPS: Share your ideas, we will work with you!
60	20	20	**Q**	uality Control - Assist in Setting Standards Comparable to Business and Industry.
50	30	20	**R**	ecruitment of Students - Send Potential Students to our Programs.
20	30	50	**S**	ponsor a Student who needs Financial Assistance, or it could be one of your Current Employees who needs Upgrading Training.
70	20	10	**T**	each on a Part-time Basis, or Conduct Seminars or Workshops.
60	25	15	**U**	nique - One-of-a-Kind Expertise in your Business.
30	50	20	**V**	ocal - Promote our Programs with the Chamber of Commerce or Professional Organization.
10	60	30	**W**	ise - Your advice in all areas is worth a pound of gold.
40	40	20	**X**	enolithic - Be creative, your ideas are an integral component to the success of programs.
50	30	20	**Y**	ell at Us When We Need It!
50	35	15	**Z**	ealous - Be enthusiastic.

CUYAHOGA COMMUNITY COLLEGE
Western Campus
BUSINESS AND TECHNOLOGIES DEANERY
Advisory Committee Members Profile Grid
SKILLS, KNOWLEDGE & EXPERTISE

Program Accounting (Sample)

NAMES	ACTIVE PARTICI	AFFECT DOMAIN	CURRI DEV	DONA-TIONS	EMPL OPPOR	FIELD TRIPS	GUEST SPKR	KNOWLDG & EXPERT	INTRN EXTRN	PROMO PROGS	QUAL CONT STAND	STUDENT REQR	TEACH PT SUBS
1 John Doe	X	X	X	XXX	XX	XX	X	X	XX	XX	X	XX	XXX
2 Mary Johnson	X	XX	X	XX	XXX	X	X	XX	XXX	X	X	X	X
3 Joe Lyons	X	X	XX	XX	X	XX	XXX	XX	X	XX	XX	XX	XX
4 Terry Matthews	XX	XX	XX	X	XX	XX	XX	X	XX	XX	X	X	X
5 Bill O'Conner	X	X	X	XXX	XXX	X	X	X	XXX	X	XX	X	X
6 Lisa Wong	XX	X	XXX	X	X	XX	X	XX	X	XX	XX	XXX	XXX
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Degrees of Expertise & Commitment: X = Strongest XX = Willing to Assist XXX = Not available to commit to these areas
(Affective Domain includes all other items in the survey.)

Program___Accounting (Sample)

Advisory Comm	[illegible]													
NAMES	GOVT POLITICAL	BOARDS	TV	NEWS PAPER	BUSIN ORGANI	500+	100+	20 or LESS	GOVT	PRIVATE	URBAN	RURAL	MALE	FEMALE
1 John Doe	X	X	X		X			X		X		X	X	
2 Mary Johnson		X		X	X			X		X	X			X
3 Joe Lyons			X	X	X		X			X	X		X	
4 Terry Matthews	X	X			X		X		X		X		X	
5 Bill O'Conner			X	X	X			X		X		X	X	
6 Lisa Wong	X	X	X		X		X			X	X			X
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People, Programs, and Partnerships
The ABCs of Advisory Committees Model
Technical Programs in the Community College

The Roles of the Advisory Committee Member listed above reflect similarities because of the nature of being advisory committees for technical programs. However, there are other roles and benefits for educational institutions, business and industry forming partnerships. These other roles and responsibilities are unique to each program, business and industry and may be identified on a third grid of specialties needed for each program.

Western Campus, Business/Technology Technical Programs Model

To utilize this Instructional Model, the core skills are integrated into appropriate courses within the curriculum. These core skills prepare students to enroll in general education requirements and complete their Associates Degree with solid general education knowledge and technical skills. At the same time, they are able to acquire and retain gainful employment.

ACKNOWLEDGMENTS

Cuyahoga Community College Advisory Committee Faculty Administrators, 1995-96

Vicki Vorell, Assistant Professor - Accounting
Robert Kekelik, Associate Professor - Aviation
Mary Ann Hausknecht, Lecturer - Business Management, International Business, Management
Maureen Carmody, Assistant Professor - Court & Conference Reporting
Robin Sturik, Assistant Professor - Computer Studies
David Safran, Assistant Professor - Fire Technology
Robert Rateno, Professor - Graphic Communications
Terry A. Biddle, Instructor & Kenneth Stachowski, Assistant Professor - Law Enforcement
Marilyn Terbraak, Assistant Professor - Office Administration
Ellen Erzen, Program Manager - Paralegal
Irving Richards, Ph.D., Professor - Purchasing
Ray Salco, J. D.; Assistant Professor - Real Estate
Charleen Jaeb, J..D.; Professor - Small Business

Portland Community College Advisory Committee
Dean of Instruction/Department Heads/Student Services Support, 1991-95

Steve Rathman, Dean of Instruction - Rock Creek Campus
Steve White, Department Chair - Auto Collision Repair
Tim Hunt & Spencer Hinkle; Department Chair, Instructor - Building Construction Technology
Judy Campagna, Instructor - Building Futures in Industry (B-FIT)
Hugh Brock, Department Chair - Diesel Service Technology
Ken Hext & Connie Christopher, Department Chairs - Welding Technology
Sylvia Martinez & Lucy Holm, Technical Skills Instructors
Paul Halloran & Kris Thomas, Employment Placement Specialists
Melinda Portlock, Cooperative Eduction Specialist
Lorraine Bertrand & Linda Christenson, Administrative Assistants

Presenter has served as Adminsitrator or Instructor for the Following Advisory Committees and Boards in Educational Institutions or in New Mexico State Government

Automotive Technicians; Luna Vocational Technical Institute - New Mexico
Bank Tellers; Bee County College - Texas
Registered Nursing, Licenced Practical Nursing, Nurses Aides; Bee County College - Texas
Office Occupations (Clerks, Receptions, Typists, Executive Secretary, Bookkeepers, Legal Secretary, Medical Secretary, Bilingual Secretary) now Northern New Mexico Community College
Acupuncturists, Governor Appointed Policy-making Board
Audiologists & Speech Pathologists Board
Hearing Aid Dealers Board
Midwives Board
Respiratory Therapists Board
Federal and State Apprenticeship Boards - NM Department of Labor

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